



Be Disaster Safe K-2

Disaster Cycle

LESSON PLAN 3

Respond

Young children are less fearful and worried in emergency situations when they have learned what to do beforehand.

Key Terms and Concepts

address	dispatcher	9-1-1
ambulance	emergency	police officer
directions	firefighter	respond

Purpose

To help students understand how to respond in an emergency: call 9-1-1 and listen to and follow instructions

Objectives

The students will—

- Play games to practice listening to and following directions in an emergency.
- Play “Do What I Do” to practice giving and following directions. (Linking Across the Curriculum)
- Use *Who Can Help?* to decide when to call 9-1-1
- Use *Call 9-1-1* to practice calling for help and providing accurate information: name, address and type of emergency.
- Take home *Call 9-1-1* to help families practice calling for help in case of an emergency. (Home Connection)
- Play interactive games on the Internet to practice what to do in case of an emergency. (Linking Across the Curriculum)

Activities

“What Do I Do Now?”

“In Case of Emergency”

“Call for Help”



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters

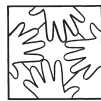


Be Disaster Safe K-2

LESSON PLAN 3 Respond

Materials

Large, open space



"What Do I Do Now?"

SET UP 5 minutes CONDUCT 20 minutes

Social Studies: Community; Science: Health

1. In a large circle in a wide open space, have students talk about who gives them important directions to follow. (Teachers, parents, principal, police officers, firefighters, babysitters, older siblings and coaches.) Then, talk about why it is important to follow directions. (Answers will vary, but may include—to learn how to do things the right way; in order not to get lost; and to stay safe.)
2. Begin an adaptation of "Simon Says." This time, students should listen for one of the authorities they identified earlier: "Your teacher says..." or "Your mother says..." NOT "Joe says...." Make sure students stay quiet as they listen to directions. Give a series of directions to challenge older students: The police officer says to stand up, turn around and walk three steps forward.



Wrap-Up

Gather the class back together in a circle and discuss any difficulties that occurred during the game and why they occurred. (Answers will vary, but may include—If people were talking, I couldn't hear the directions and didn't know what to do. If people went the wrong way, we bumped into each other. If people followed the wrong directions, the whole group became confused.)



Linking Across the Curriculum

Language Arts: Listening and Giving Directions

Divide the class into teams of two. Give each student in the team the same three or four items: pieces of paper or blocks of different shapes or colors; small plastic animals or cars; or little plastic items. Have the teams sit on the floor, back-to-back. One student is the "leader," the other the "follower." The leader directs what to do with the items. Both the leader and the follower follow the directions. For example: Place the red square on the floor in front of you. Place the blue square above the red one. Place the yellow square below the red one. When the items are all placed, the students stand up and look at what they've made. Do they match exactly? Did they follow directions correctly? Continue the game, changing roles and adding other items.

TEACHING NOTE For the youngest students, you might need to demonstrate this activity before they attempt it.



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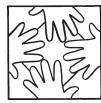
LESSON PLAN 3 Respond

Materials

Who Can Help?, 1 copy per team



Visit the American Red Cross Web site
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"In Case of Emergency"

SET UP 5 minutes CONDUCT 20 minutes

Science: Health

1. Have students talk about times they need help. (Answers will vary, but may include—when I fall; when I can't reach something on a tall shelf; when I'm sick; when I can't find my family in the park; and when something is burning in the kitchen.) As students give their answers, ask who can help them. (My parents, my teacher, the doctor, the police and the firefighter.)
2. Distribute *Who Can Help?* and have students work in teams to identify each problem and match it to the right person to call.



Wrap-Up

As students discuss the activity sheet, make sure all the students understand that in an emergency you need a firefighter, emergency medical technicians (EMTs) or the police immediately. Otherwise, an adult should be able to help.

Answers to *Who Can Help?*

1. An adult can use a ladder to retrieve the ball from the roof.
2. Call 9-1-1 or the local emergency number so a firefighter can put out the flames.
3. Call 9-1-1 or the local emergency number so the police can help and EMTs can come if someone is hurt.
4. An adult can bring a pump and inflate the tire.
5. Call 9-1-1 or the local emergency number so an ambulance will bring EMTs to help.



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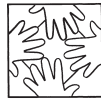
LESSON PLAN 3 Respond

Materials

- Chalkboard and chalk or chart paper and markers
- *Call 9-1-1*, 1 copy per student
- Play phones or disconnected phones



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at www.redcross.org/disaster/masters



"Call for Help"

SET UP 10 minutes CONDUCT 30 minutes

Language Arts: Communication; Science: Health

TEACHING NOTE If your community does not have 9-1-1 access, please use the correct number for emergency response.

1. Write "9-1-1" on the chalkboard and have students tell you what the numbers mean.

TEACHING NOTE Always use the dashes between the numbers so that students will read the number sequence as nine-one-one, not nine-eleven. There is no 11 on the phone and young children can be confused.

2. Distribute *Call 9-1-1* and work with students to fill in the information needed on p. 1.

TEACHING NOTE Young children may not know their addresses. Make sure to have copies of their emergency records on hand. If a child lives at more than one address, make sure he or she learns both addresses.

3. Call on volunteers to role-play as they follow the steps to make a 9-1-1 call. You set up the emergency situation and act as the emergency dispatcher. For example:
 - There are flames coming from the window of your neighbor's home.
 - Your friend fell out of your tree house and can't move.
 - There's been a car accident in front of your home.



Wrap-Up

As you role-play, instruct students to speak clearly, give accurate information and follow directions. Have students practice with each other, acting either as the 9-1-1 dispatcher or as the person calling.



Home Connection

Send a copy of *Call 9-1-1* home to place next to the home phone and for students to practice with their families, using play phones or disconnected phones.

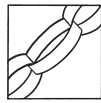


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Linking Across the Curriculum

Science: Health and Technology

Kids 9-1-1 at <http://www.maine911.com/kids/index.html> is a great site to help learn about emergency

calls. Try several of the puzzles and games.

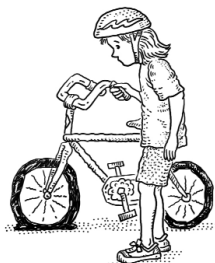
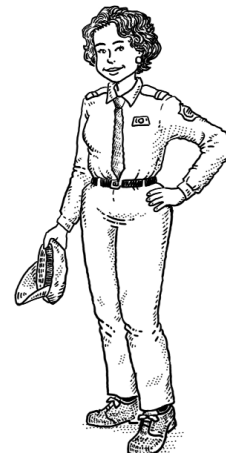
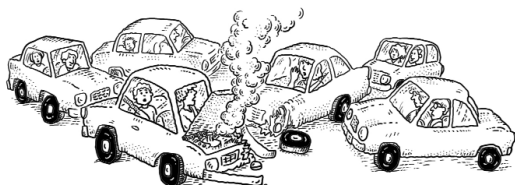
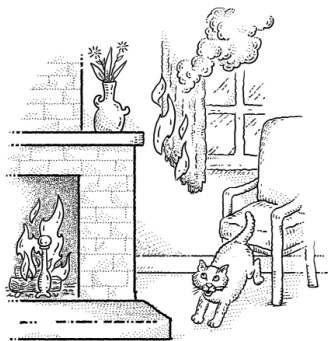
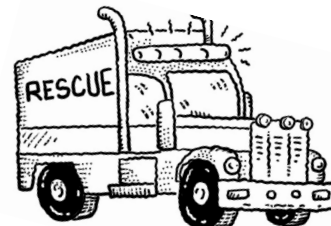
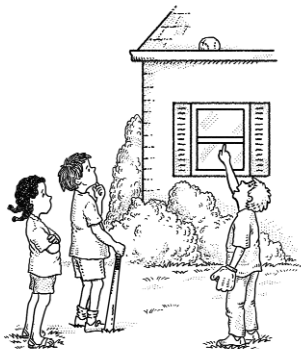


Who Can Help?

Page 1 of 1

Name _____

Directions: Draw a line from each picture to the person who can help.



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WHO CAN HELP?
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Call 9-1-1

Page 1 of 2

Name _____

Directions: Practice making emergency calls and giving the correct information with play phones or disconnected phones. Keep this information to use in case of an emergency.

In most places, if you need a police officer, a firefighter or an ambulance, you need to call just one phone number: 9-1-1. If your community does not have 9-1-1 access, please use the correct number for emergency response:

_____.

Tell the emergency dispatcher three things:

Your name: _____

Your address: _____

(Or, describe where you are if you're not at home.)

The emergency:





Call 9-1-1

Page 2 of 2

Now, use a play phone or a phone that is disconnected to practice making the call with a friend or family member:

- Dial 9-1-1.
- When the dispatcher answers, say your name and address clearly.
- Describe the emergency.
- Listen for instructions.
- Do not hang up the phone until the dispatcher tells you to.

Be sure you know how to dial 9-1-1 from any phone in your home, including cell phones.

Important Information:

If the electricity is out, portable handsets will NOT work. It is important to have one “plug-in” phone in case of emergency.

